

Centre for Human Bioethics

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Experiential ethics education: one successful model of ethics education for undergraduate nursing students in the United States

David Perlman 9

ABSTRACT

Lachman, Grace and Gaylord¹ have argued that for bioethics education for undergraduate nursing students, a preferred combination of instruction involves a clinically-based nurse with ethics training and a philosophically-based ethicist with clinical training. At the University of Pennsylvania School of Nursing, undergraduate nursing ethics instruction takes this form. The course director is a philosopher with extensive clinical experience in ethics. The course utilises four distinct forms of nursing clinical inputs to educate undergraduate nursing students using a unique combination of didactic and experiential learning exercises to simulate real ethics cases. This paper describes how the course was developed and refined over the past several years and suggests several ideas for improvements in nursing ethics education at an undergraduate level.

**Using the community of inquiry methodology in teaching bioethics:
a focus on skills development**

David L Hunter

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ABSTRACT

The community of inquiry methodology was developed by Professor Matthew Lipman to enable the teaching of philosophy in schools. Lipman felt that inquiry-based learning was essential in schools because:

Education should empower children to be thoughtful about the lives they lead, and doing philosophy is important to that goal.²

The community of inquiry is a powerful pedagogical tool to foster student engagement, critical thinking, and collaborative and affective skills development. As such it can be useful in the bioethics classroom. This article describes the community of inquiry methodology and how it can be a useful arrow in quiver to a teacher of bioethics.

Teaching ethics using popular songs: feeling and thinking

Dónal P O'Mathúna

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ABSTRACT

A connection has long been made between music and moral education. Recent discussions have focused on concerns that certain lyrics can lead to acceptance of violence, suicide, inappropriate views of women, and other unethical behaviour. Debate over whether such connections exist at least illustrates that popular songs engage listeners with ethical issues; this arises from the unique blend of emotional and cognitive reactions to music. And while the emotional side of ethics has received less attention than other aspects of ethics, it is important and music can be a powerful and unique tool to introduce the emotional aspects of ethics. Music appeals to almost everyone. Throughout history songs have rallied people to action and drawn people into deeper reflection. Music engages our emotions, our imagination and our intellect. Students already spend many hours listening to songs, some of which address ethical issues; it is thus an ideal pedagogic aid in teaching subjects like ethics. This article will discuss how carefully selected songs can encourage thoughtful reflection and critical thinking about ethical issues: a number of specific examples will be described, along with a discussion of the general practicalities of using popular songs in teaching ethics and a demonstration of how students learn to listen critically and actively reflect on the ethical messages they receive. The enjoyment of music helps to engage students with ethics and its relevance for their lives and careers. This article aims to share some of the excitement and enthusiasm that popular songs have brought to my teaching of ethics.

A tale of two fields: public health ethics

Craig Klugman

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ABSTRACT

Over the last decade, public health and bioethics have been courting each other, trying to figure out a way to inform and assist one another. Ethics in public health began in epidemiology and public health in ethics began in health law. Attempts have been made to create both an ethics of and in public health. Although many edited volumes and even model curriculums have been created for the teaching of public health ethics, most efforts are mired in medical ethics and do not take the unique population perspective of public health. Several challenges to the development and teaching of public health ethics remain, including the issue of ethics being a required public health competency and the questions: what should be in a public health ethics curriculum, where will instructors be trained and how will such faculty be paid? A true public health ethics will help professionals address issues of values, critical thinking and decision making.

Roles and responsibilities of health care professionals in combating environmental degradation and social injustice: education and activism

Martin Donohoe

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ABSTRACT

This article describes the causes and health consequences of environmental degradation and social injustice. These issues, which impact primarily on the poor and underserved (both in the United States and internationally) are rarely or inadequately covered in the curriculums of traditional health care professions. The discussion offers ways for health care professionals to promote equality and justice and uses the example of Rudolph Virchow's social activism to illustrate how one physician can lead society toward major public health gains. There is also an examination of the roles of institutions and organisations in enhancing environmental preservation and promoting social justice. Specific curricular suggestions from history and the humanities are offered for those teaching and mentoring new health professionals.